Supporting Core Teacher Leadership Skills: PRINCIPAL Moves

At the end of each BTLC course, teacher leaders are asked, “What leadership moves or decisions on the part of a principal or other administrative team member would better support you in applying this core skill in your school?” The results from 99 surveys are summarized below.

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<tr>
<th>Core Skill</th>
<th>Teacher Leader Competencies</th>
<th>Key Principal Moves</th>
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<tr>
<td>Using Data</td>
<td>• Understanding and Analyzing Data&lt;br&gt;• Creating a Data Culture&lt;br&gt;• Using Data to Inform Decisions</td>
<td>• Ensures teacher leaders have timely access to data they need for their roles&lt;br&gt;• Models effective data-based decision-making that goes beyond standardized test scores (multiple, varied measures)&lt;br&gt;• Communicates effectively and accurately with data, in different ways appropriate for different purposes, and with opportunities for discussion&lt;br&gt;• Provides protected time for all teachers to engage in collaborative data inquiry in a variety of settings/teams&lt;br&gt;• Creates a data culture by providing support for all teachers to strengthen their data skills and accountability to be sure they are using these skills&lt;br&gt;• Seeks out and uses the results of teachers’ data inquiry to inform school-level decisions</td>
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<td>Shared Leadership</td>
<td>• Strengthening Unity of Vision in a Team&lt;br&gt;• Managing an Effective Team&lt;br&gt;• Understanding Self and Team as Part of a System</td>
<td>• Has (or collaboratively establishes) and publicly communicates a clear vision for school improvement and each teacher leader’s role in it&lt;br&gt;• Recognizes the teacher leaders’ authority and the limits of it&lt;br&gt;• Taps the leadership capabilities of those beyond the school administration and those who may not hold formal teacher leader roles&lt;br&gt;• Maintains routines that support shared responsibility, including dedicated time&lt;br&gt;• Ensures effective, frequent communication within the school to enable shared and/or transparent decision-making</td>
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| **Supporting Instruction** | • Facilitating Growth-Oriented Dialogue about Instruction  
• Expanding Colleagues’ Instructional Resources and Routines  
• Leading Effective Professional Learning Experiences | • Communicates clear expectations or standards for quality instruction and is willing to give up some control over how the teacher leader will support instructional improvement  
• Cultivates a culture of trust and has respect for diverse cultural perspectives  
• Routinely spends time in classrooms and models to set the expectation of honest conversations about instructional improvement (beyond evaluation purposes)  
• Establishes routines and provides resources, incl. time, that enable teachers to observe one another  
• Seeks out teacher/teacher leader input into decisions about instructional resources  
• Places a high value on teachers having relevant, job-embedded professional learning experiences/professional development |
| **Professional Expertise** | • Maximizing the Organization’s Internal Expertise  
• Tapping into Education’s Knowledge Base  
• Taking Action for Instructional Improvement | • Provides and protects time for differentiated learning opportunities and for teachers and teams to reflect on their practice  
• Knows the strengths of each member of the faculty and supports a culture of collaboration that allows them to share those strengths  
• Cultivates a climate of professional dialogue and intellectual curiosity  
• Ensures teachers have access to the latest professional knowledge (journals, professional literature, websites, etc.) and holds them accountable for using it  
• Routinely seeks out teachers’ professional perspectives and educational research to inform improvement planning  
• Knows strengths and weaknesses in his/her own expertise and is willing to grow and change |